

USING SELF-ASSESSMENT TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE

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Abstract

This research was carried out in order to find out the use of self-assessment technique can improve the writing skill of the eleventh grade students of MAN 2 Model Palu. This research used a pre-experimental design. The sample of this research was XI IPA 2 class of MAN 2 Model Palu which consisted of 21 students. The sample was selected by using purposive sampling technique. The instrument of data collection was test distributed to the students. The test consisted of pre-test and post-test. The data were analyzed statistically in order to find out the significant difference of the students' improvement in the pre-test and the post-test. Having the analyzed data, the researcher found the result of the pre-test was 64.66 and the post-test was 81.47. By applying 0.05 level of significance with 20 (21-1) degree of freedom (df), it indicated that t_{counted} (8.61) was higher than t_{table} (1.725). The result of data analysis showed that the hypothesis was accepted. It indicates that the students' writing skill can be improved by using self-assessment technique.

Keywords: Using Self-Assessment, Technique, Writing Skill

INTRODUCTION

Writing is important as speaking, listening, and reading, It means that when we read, we consume as much as possible the information from outside, whereas when we write, we express knowledge to inform the readers. Whiteman (1981:74) states, "Writing is considered a unitary (although admittedly complex) phenomenon representing some given and fixed set of process". That is why writing can be rich and can be productive experience. It is interesting to know that writing is probably challenging activity because it is about to take idea and to transform them. Writing has its own set of rules, there are several reasons for writing. Hairston (1986) states:

Writing is a tool discovery. We stimulate out thought process by the act of writing and top into information and image we have in our unconscious mind. Writing helps us to "harvest" what we know. Writing generates new ideas by helping us to make connection and see relationships. Writing helps us to recognize our ideas annd clarify concepts. By writing ideas we can arrange them into coherent form. Writing on a subject make actives learners rather than passive recievers of information.

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Based on the statement above, it is important to create a good writing technique, especially for beginners like students of senior high school. It has purpose to encourage them to love writing. The definition of self-assessment technique based on an expert. Henning (1987) states: “self-assessment can be used for a variety of purposes, including appropriate placement, diagnosis and feedback to the learner, evaluation program, assessment of attitudes and sociopsychological.” Making self-assessment as a part of a daily classroom routine is critical for producing confident, independent learners, but it requires careful planning and consistency in instruction. Black *et al*, (2003) suggest the following guidelines for successful implementation of student self-assessment:

1. The criteria for evaluating any learning achievements must be made transparent to students to enable them to have a clear overview both of the aims of their work and of what it means to complete it successfully.
2. Students should be taught the habits and skills of collaboration in self-feedback, both because these are the intrinsic values and because self-assessment can help the students to develop the objectivity of their skills.
3. Students should be encouraged to bear in mind the aims of their work and to assess their own progress to meet these aims as they proceed.

Based on the explanation above, the researcher concludes that self-assessment encourages students to reflect on their learning and it has a greater impact on student achievement than any other technique. When students assess themselves honestly, they can not see themselves as passive recipients of knowledge and skills instruction. They are in very important ways, responsible for their own learning, aware for their response to the instruction, and ready for their engagement in meaningful learning tasks.

This research concerned on the students’ assessments of their writing skills. An attempt was made to determine to what extent the students’ awareness, reflections, and comprehension of their learning. There were several reasons why the researcher chose the eleventh grade students of MAN 2 Model Palu as the object of the research. Firstly, an English teacher in MAN 2 Model Palu informed that this research had not conducted yet in that school previously and the teacher confirmed that most students in that grade immensely lack of vocabulary mastery and grammar, possessed a poor motivation in writing that might also influence the students’ mood in learning process. Secondly, the teacher argued that the students typically find difficulties in appraising their writing performance accurately for

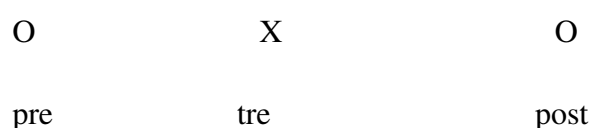
themselves so that they themselves could not understand what more they needed to learn and became dependent on their teachers.

By looking at the students' problem in learning English, the researcher helped them by applying self-assessment technique. By using this technique, she expected that the students' writing skill could be improved in writing English paragraph because this technique concerned a lot of information which made the students' writing skill increased. For example, when a text had a good story, the students tended to have a high motivation to write it carefully.

Based on the background stated above, the researcher formulated the research question as follows: *Can the use of self-assessment technique improve writing skill of the eleventh grade students of MAN 2 Model Palu?* This research was to find out whether the use of self-assessment technique could improve students' writing skill of the eleventh grade of MAN 2 Model Palu in writing paragraph or not.

METHODOLOGY

In conducting this research, the researcher used pre-experimental research design. The class was given pre-test and post-test. However, the class received eight times treatment by using self-assessment technique. The researcher presents the design of this research as proposed by Fraenkel and Wallen (1990:60) as follows:



Where:

O₁ = pre-test of experimental group

O₂ = post-test of experimental group

X = treatment

In this research, the sample that the researcher chose was the students of class XI IPA 2 of MAN 2 Model Palu. Best (1981:8) defines, "A sample is a small proportion of a population selected for observation and analysis." It is necessary for the researcher to determine the sample in order to limit the object so that it would be chosen from the number of population. Furthermore, the researcher chose one class of the eleventh grade students. It was selected through a purposive sampling technique. In this technique, the researcher

directly chose the class which became the sample of the research based on the specific reason which was dominated by the champion students.

This research has two variables; independent and dependent. Ary et al. (2002:35) describes, “Independent variables are antecedent to dependent variable and are known or are hypothesized to influence the dependent variable, which is the outcome. The treatment is the independent variable and the outcome is dependent variable.” In relation to this research, the dependent variable was writing skill while the independent variable was self- assessment technique.

In this study, the researcher used test as the instrument to collect the data covering pre-test and post-test. The pre-test was conducted before treatment to measure the students’ vocabulary mastery. Treatment is the step to apply self-assessment as a technique in the classroom. After giving the treatment, the researcher distributed post-test. The purpose of this test is to measure the students’ writing skill after they are getting the treatment.

Table 1. Scoring System

No	Types of Test	Score of Each Item	Max Score
1	Format	1	5
2	Mechanics	1	5
3	Content	5	20
4	Organization	20	35
5	Grammar and Sentence structure	35	35
Total			100

Source: Adopted from Oshima A, & Hogue A. (2007)

The researcher gave the treatment eight times to the students. Then, two meetings for test (pre-test at the first meeting and post-test at the last meeting). She taught writing paragraph by using self-assessment technique.

After giving the treatment, the researcher gave the students post-test to the class. The purpose of this test was to find out whether the treatment was effective or not in the class.

In analyzing the data, the researcher used statistical analysis. Therefore, in analyzing the test (pre-test and post-test), she counted the individual scores of the students by applying the formula proposed by Purwanto (1987: 103) as follows:

$$\text{Individual score} = \frac{\text{obtained score}}{\text{maximum score}} \times 100$$

After computing the individual scores, she determined the mean scores of the students by using the formula proposed by Purwanto (1987: 89) as follows:

$$M = \frac{\sum X}{N}$$

Where:

M = average score
 $\sum X$ = value achieved
 N = total number of students

After getting the mean score of students, the researcher computed mean deviation between pre-test and post-test, she used the formula proposed by Arikunto (2006:307) as follows:

$$Md = \frac{\sum d}{N}$$

Where :

Md = mean deviation
 $\sum d$ = total score of deviation
 N = total number of students

Next, the researcher computed the square deviation by using formula proposed by Arikunto (2006: 308) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = sum of squared deviation
 $\sum d^2$ = sum of deviation

In order to know whether the students' pre-test and post-test have a significant difference, the researcher used the formula proposed by Arikunto (2006:349) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where :

t = t-test score
 Md = mean deviation
 $\sum x^2 d$ = sum of squared deviation
 N = total number of students

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FINDINGS

The researcher presents and discusses the results of the research data. The result is obtained based on the tests (pre-test and post-test) as the research instrument. The following section presents the result of the tests (pre-test and post-test). The calculation of the students' mean score in the pre-test and the post-test is as follows:

The mean score of the pre-test

$$\begin{aligned} M &= \frac{\sum x}{N} \\ M &= \frac{1358}{21} \\ M &= 64.66 \end{aligned}$$

The mean score of the post-test

$$\begin{aligned} M &= \frac{\sum x}{N} \\ M &= \frac{1711}{21} \\ M &= 81.47 \end{aligned}$$

The researcher presents the computation of the students' means score deviations to find out the significant difference between the pre-test and the post-test. The computation is clearly presented in the following:

$$\begin{aligned} Md &= \frac{\sum d}{n} \\ &= \frac{353}{21} \\ &= 16.80 \end{aligned}$$

In addition, the students' scores of the pre-test and the post-test are presented clearly in the table below:

Table 2
The Deviation Score on Pre-test and Post-test

No	Initials	Students' Score		Deviation (y-x)	d ²
		Pre-test (x)	Post-test (y)		
1	AF	60	76	16	259
2	AR	61	87	26	676
3	AM	63	79	16	259
4	AC	79	81	2	4
5	ANi	84	95	14	196
6	AS	46	60	11	121
7	BS	71	86	15	225
8	DNP	60	84	24	576
9	DSK	81	83	2	4
10	FA	61	84	23	529
11	FDY	81	90	9	81
12	IV	60	73	13	169
13	KH	79	88	9	81
14	MA	66	73	7	49
15	MR	60	82	22	484
16	MT	34	64	30	900
17	MTK	66	92	26	676
18	NA	73	84	11	121
19	RMA	55	89	34	1156
20	RMI	57	83	26	676
21	SA	61	78	17	289
TOTAL		1358	1711	353	7531

After getting the mean deviation, the researcher computed the sum of square deviation shown as follows:

$$\begin{aligned}
 \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
 &= 7531 - \frac{(353)^2}{21} \\
 &= 7531 - \frac{124609}{21} \\
 &= 7531 - 5933.76 \\
 &= 1597.24
 \end{aligned}$$

Moreover, the researcher also computed the t_{counted} in order to find out the significant differences of the data in the pre-test and the post-test. The computation is presented in the following:

$$t = \frac{Md}{\sqrt{\left[\frac{\sum x^2 d}{N(N-1)} \right]}}$$

$$t = \frac{16.80}{\sqrt{\frac{1597.24}{21(21-1)}}}$$

$$t = \frac{16.80}{\sqrt{\frac{1597.24}{420}}}$$

$$t = \frac{16.80}{\sqrt{3.8029524}}$$

$$t = \frac{16.80}{1.95}$$

$$t = 8.61$$

The result of post-test above shows that after the researcher administered the treatment, it was easier for the students to understand about the elements of paragraph especially in writing the text. It can be seen from the number of students who can reach the standard score in table 2. In the pre-test, the lowest score was 46 and the highest one was 84, while in the post test the lowest score was 60 and the highest one was 95.

DISCUSSION

In this part, the researcher discussed some points concerning with the result of study. Related to the problem of this research, the researcher focused on writing paragraph. Also, she used self-assessment technique to improve the students' writing skill in making a text in paragraph form which included some elements of paragraph. They were the format, the mechanics, the content, the grammar and the organization of paragraph.

The results of the students showed that the score in post-test was higher than the score in pre-test. It can be described by using percentage. In pre-test the researcher found that there were 9 students (42.85%) who correct in format, 8 students (38.09%) who correct in mechanics, 21 students (100%) who correct in content, 10 students (47.61%) who correct in organization and 5 students (23.80%) who correct in grammar. After getting the students score in the pre-test, the researcher conducted the treatment. In the process of treatment the researcher provided different materials in every meeting. In the process of delivering the material, by explaining clearly about format, mechanics, content, grammar, and organization of the text, the researcher built the students' understanding by using self-assessment technique. As the result, it made them easy to understand and to make the paragraph. Besides,

they can understand what more they need to learn. Having given the treatment, the researcher finally administered the post-test to the students in order to measure their progress. These are the percentage of students' result in post test. There were 18 students (85.71%) who correct in format, 15 students (71.42%) who correct in mechanics, 21 students (100%) who correct in content, 12 students (57.14%) who correct in organization and 11 students (52.38%) who correct in grammar.

The result indicated that there is the different improvement between the result of the pre-test and the post-test. This fact makes the researcher comes into a conclusion that there is a significant progress after the researcher applied self-assessment technique in teaching writing in the classroom. Thus, the writing skill of the students increased. Based on the description, the most difficult one for the students in writing text is the students had difficulties in making an English text because they did not understand the grammar.

To solve the problem, the researcher used self-assessment technique in order to improve students' writing skill. In the first treatment, the researcher explained the technique to the students, how to make the main topic in the text. Next, asked them to write the main topic of the text. The aim of asking the students to write the topic was to improve their vocabulary. Then, the researcher asked the students to write the text carefully. Third, she asked them to identify the structure and grammar in text. Fourth, she explained that writing text made them become easy in understanding the materials. Finally, she explained the function of self-assessment technique.

At the last meeting of the treatment, the researcher distributed the post-test to the class. The researcher found that there were 19 students (90.47%) who got the higher score in the class and only 2 students (9.52%) who got lower score. In addition, there were many students who got the greater score. It happened because the researcher used self-assessment technique during eight meetings to the class.

The researcher relates this research to the previous study that had been conducted by Oscarson (2009) who conducted the research at Swedish upper secondary school, which entitled "Self-Assessment of Writing in Learning English as a Foreign Language". The reseacher basically focused on the effectiveness of self-assessment especially how the students can solve their problem in writing an essay.

The result of her research showed that using self-assessment technique could improve students' skill in writing. She found that the most difficult one for the students in writing an essay is the students had difficulties in making an English essay because they did not

understand the grammar of the essay. In short, after applying the technique, the researcher found that the students' skill was increased.

In other words, self-assessment also had a positive effect to the students and to the teacher who applied it, Black *et al.* (2003:60) argue "Self-assessment practices in the classroom also had a positive effect on teachers in that they involved "making explicit what is normally implicit" and required the students to become more active and aware of their own learning".

The result indicated that there is the different improvement between the result of the pre-test and the post-test. This fact makes the researcher comes into a conclusion that there is a significant progress after the researcher applied self-assessment technique in the classroom. Therefore, it can be concluded that self-assessment technique is an effective way in teaching writing skill.

CONCLUSION AND SUGGESTIONS

After conducting and analyzing the research, the researcher concludes that the use of self-assessment technique can improve the students' writing skill particularly in writing paragraph. It was proven after the treatment for eight meetings. Firstly, the result shows that using self-assessment technique can improve students' writing skill by looking at the mean score of the class from (64.66) in the pre-test which increased to (81.47) in the post-test. It indicates that the writing skill of the eleventh grade students of MAN 2 Model Palu has improved after the treatment. Secondly, there is a significant difference between the mean values of score in the pre-test and post-test. It was proven by the value of t_{counted} (8.61) which was greater than t_{table} (1.725). It means that researcher hypothesis m_{pt} was accepted.

Based on the result of the research, the researcher provides several suggestions for the teachers, students, and next researchers. Firstly, English teachers should apply an effective method and technique in teaching English particularly in teaching writing. Secondly, in teaching English, the teachers should give plenty of time and a fair chance aiming at stimulating the students to write and to practice their own thinking in written form and the teacher also should suggest to the stakeholder of the school to provide more English books especially grammar book for the students. Thirdly, the students should pay attention to the material given because it will make them easy to understand the material. Finally, the next researchers should intend to do more complicated way in correcting the mistakes in applying self-assessment technique.

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